

RETAINING AND MOTIVATING MALE STUDENTS IN OCCUPATIONAL THERAPY EDUCATION

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'Today's menu'

- Group discussions
- Interview with a student
- 'Being a student in class'
- Presentation of the project IMODUS
- Questions/comments



Group discussion

- Facilitated by challenging and provocative statements
- They are not an expression of our general views on students



Questions

- You decided to become an OT – how come that you made this choice?
- In order to feel successful in studying – what is important?
- Has the fact that you are a man had any impact?

Being a student in class

IMODUS = Inclusion of Men and Boys through Education development in the region of Zealand

- A project funded 50% by the EU Social fund- 17 educations in Zealand participated with different perspectives on gender and education
- Why focusing on gender?



Hypothesis and aim

- Male students are more motivated by teaching methods that to a great extent correlate to OT-practice

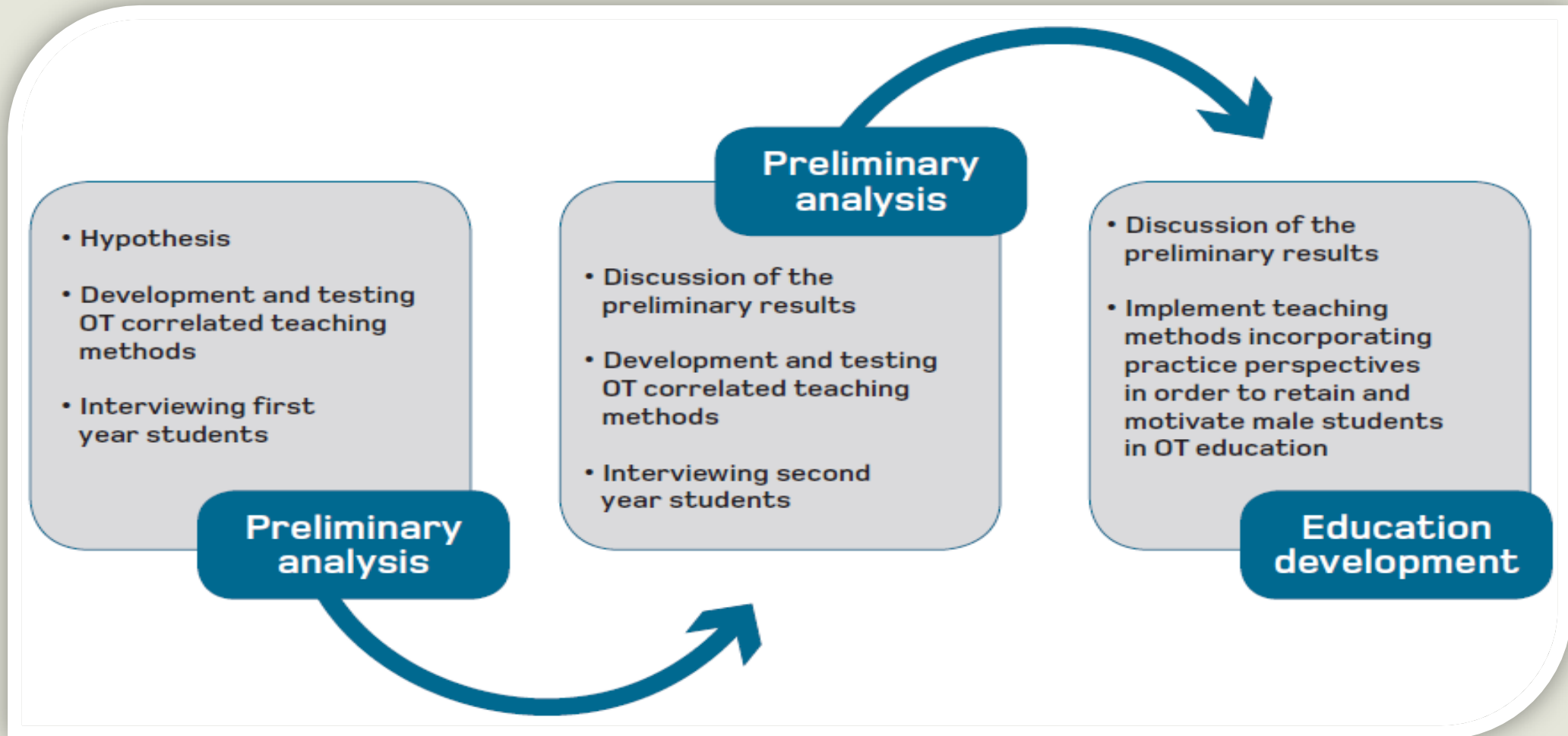
AIM:

- Through applying user participation development methods the project will develop and try out new teaching methods to retain male students

Methods

- Developed/tested teaching methods that to a great extent correlate to OT-practice
- Both male and female students were invited to participate in focus group interviews
- Four qualitative focus group interviews: 17 students participated:
 - 4 male and 5 female students: age 20-49
 - 4 male and 4 female students: age 22-30
- Discussions about results in the team

Process



Predominated by women

“I feared a bit that it would be like... an abundance of women in the class, where we boys would get oppressed and like... “we don’t care about your attitude and opinions”... That’s how it was in the beginning.”



Another kind of contribution

“I didn’t either want something completely male-dominated... There is a better dynamic, because in the end males and females don’t quite think quite alike. So they (the interns) want to offer another kind of contribution... not necessarily better, but it’s different and some of the patients prefer that... Every time I go out (...) I often get kind of reactions like “it’s a male!””



Confrontations

“I think that it was worse at the beginning, when we had to stay in school and talk about our problems in class... Yeah, I don’t want to talk about feelings... apparently it was some of the girls that didn’t want to say good morning when you walked into the classroom... Such a completely ridiculous thing, right?! We ended up saying ‘good morning’ very loudly...”



Hands-on experience

“Generally I just can’t stand studying. I prefer to go out and do something. Well, that’s for me, I think as a man, it’s preferable to have hands-on experiences.”



Hands-on experience

“Whilst back in the time when we studied anatomy, when she [the teacher] stood there with all those bones and the back of a pig or something like that. That was exciting and you had to come and touch it.”



Findings

- It was found that teaching methods correlating to OT-practice are meaningful for male (and female) students
- The OT education can benefit from this project in terms of retaining and motivating male (and female) students



Conclusion

- The employed methods led to developments in teaching methods that enhance motivation and help retain both male and female students
- The project also contributed to developing the OT education

Education development

- The view of gender in this study has contributed to a new teaching approach
- Mutual reflections and explorations have led to a process that makes the teachers more tolerant towards other ways of looking at occupational therapy



Questions?



